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SEPTEMBER, 1918

# The Playground

War Time Recreation Drive and Patriotic Play Week  
September 1—8

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# The Playground

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for the

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Any person contributing five dollars or more shall be a  
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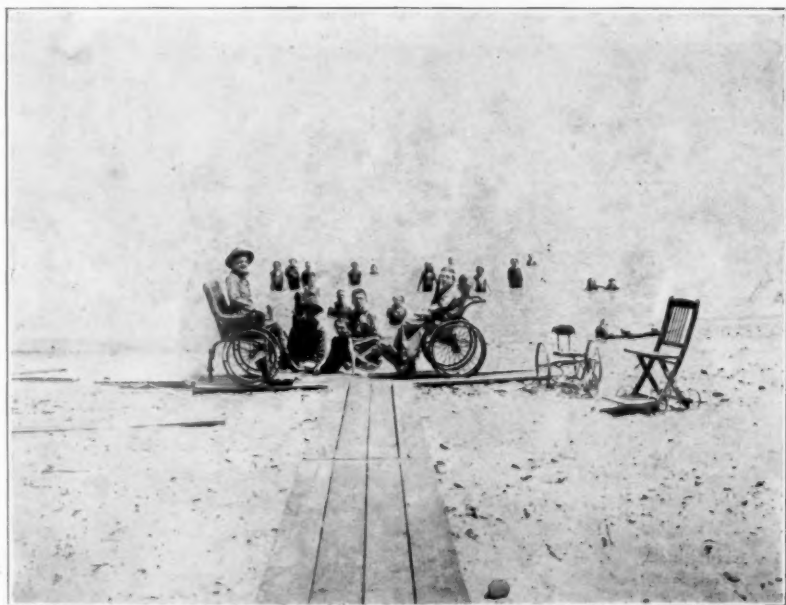


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STORY HOUR FOR THE BABIES AT THE VAN LEUVEN BROWNE  
CAMP FOR CRIPPLED CHILDREN AT PORT HURON, MICHIGAN



BOYS AND GIRLS WHO CANNOT WALK A STEP CAN SWIM WELL  
AT THE VAN LEUVEN BROWNE

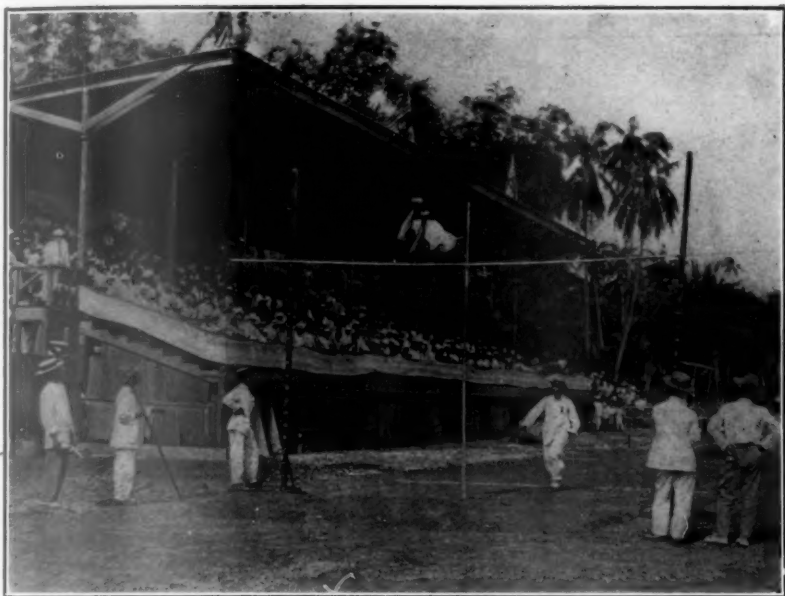


THE FIRST TROOP OF CRIPPLED BOY SCOUTS IN THE WORLD AT THE VAN LEUVEN BROWNE CAMP. THE TROOP WAS ORGANIZED IN 1913.



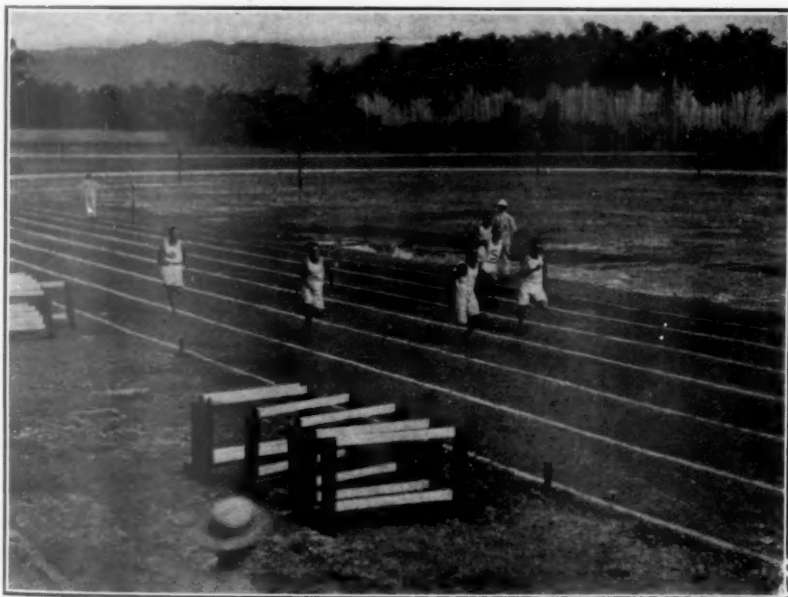
PART OF FIRST CAMP FIRE OF CRIPPLED GIRLS ORGANIZED AT THE VAN LEUVEN BROWNE HOSPITAL SCHOOL, DETROIT, IN 1913





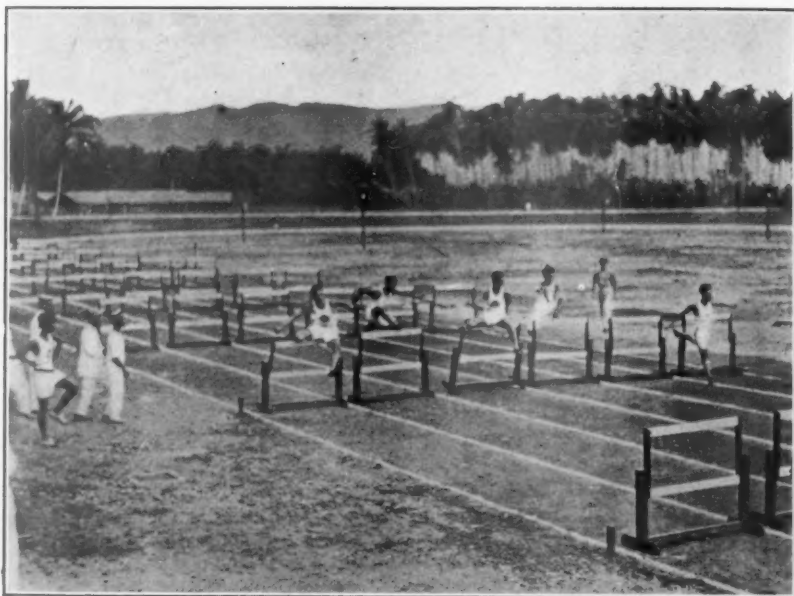
Manila, P. I.

THE ADVENT OF AMERICAN SPORTS HAS SHAKEN OFF THE  
SPANISH LANGUOR OF THE PHILIPPINES



Manila, P. I.

EVERY BOY AIMS TO BE AN ATHLETE IN THE PHILIPPINES NOW



Manila, P. I.

EVERY NEW SCHOOL WILL HAVE A PLAYGROUND AS AN  
ESSENTIAL FEATURE



Washington, Indiana.

AN ANXIOUS MOMENT. THE RUNNER PICKS UP HER POTATO  
ON A TEASPOON

# The Playground

Vol. XII No. 6

SEPTEMBER 1918

## The World At Play

Wm. Taylor Elgas, Montgomery, Alabama, writes of Montgomery's big Play Day: "The Playground spectacle still thrills me; the parade of the army motor trucks crowded with cheering children waving American flags was a sight worth journeying many miles to see. Down Dexter Avenue and around the fountain in Court Square swept the motor trucks, while a moving picture operator filmed the parade from a window in Bullock's Shoe Store on Dexter Avenue. Many were the predictions of direful calamity that reached my ears from parents whose children were not allowed to take part—predictions that it was impossible to handle in safety in army motor trucks six hundred children to and fro from the Capitol to Camp Sheridan, and keep them orderly and systematically at play. But it was accomplished. Mrs. Michael Cody, the chairman of the Special Committee on the Playground and Games, officially reported that not one child was even scratched.

"It was a pretty sight—this

playground of 600 children in operation for one hour and a half, systematically playing games for fifteen minute periods, and responding simultaneously to the blow of the whistle. The children played in three large rectangular spaces marked with colored guide flags in juxtaposition. Two hundred children filled each rectangle—in the first, children six to eight years of age, in the second, children, eight to ten, and in the third, children, ten to twelve.

"After the flag-raising ceremony, in which the children recited the pledge to our flag, and sang *The Star-Spangled Banner*, the playground swung into harmonious action, while the little folks played such games as *Drop-the-handkerchief*, *Farmer-in-the-dell*, *Cat and Dog*, *Stealing sticks*, *Statuary*, *Pass-the Ball*, *Three-legged Races*, and *Chariot Races*. Then followed the grand May Pole Military Dance, around an immense flag staff 50 feet high, from the top of which floated the Stars and Stripes. Two hundred streamers of red, white and blue, 75

## THE WORLD AT PLAY

feet long, were held by children's fingers as they followed the figures of the dance—a spectacle beautiful beyond description.

“As a crowning climax, seven aviators from Taylor Field gave an exhibition of stunt flying overhead, dipping, spiraling, nose-diving, Immelman-looping, flying up-side down, long to be remembered. Two aviators circled the May Pole several times while the crowd cheered wildly. Playgrounds are unknown in Montgomery, none being in operation, but five thousand people stood for two hours watching our playground. The effect upon public sentiment can be imagined.”

**Settlement Holds Community Picnic.**—At the Community Picnic of the Irene Kaufmann Settlement, Pittsburgh, Pennsylvania, athletic contests, games, sports, a pie eating contest, a watermelon eating contest, baseball, tennis, filled the day and evening. A patriotic entertainment entitled, *The Children of the Allies* was presented by the children of the Settlement. Each child was requested to bring an American flag.

The Settlement joined in the observance of Baby Week for children's year. Notices concerning the Week were issued, asking that mothers have their babies weighed free of charge

by the nurse each week on Saturday afternoon at the Settlement and find out if the baby is improving, and if not find out why from the doctor. Two prizes are offered every three months for the babies who have been weighed regularly and show the greatest improvement.

**“Thrift” in Story and Play.**—The National War Savings Committee tried out a number of stories and plays carrying the message of *thrift* at the Horace Mann School in New York City recently. Among others a little play called *Thrift*, presented by children under ten got its teaching over very successfully. The play is published in *The War Saver*, Metropolitan Bank Building, Washington, D. C.

**Children Equip Playground.**—School children of Ridgely, N. J., under the leadership of a principal who was weary of listening to complaints of broken windows surrounding the school yard, gave entertainments to raise money for playground equipment. Then both principal and pupils turned in to make ready the ground. For ten weeks after-school hours and Saturdays were devoted to the work. When the soil was so difficult to dig that men's help was needed, the girls volunteered

## THE WORLD AT PLAY

to sweep the schoolhouse so the janitors might help on the playground.

Three hundred dollars, all raised by the children, was expended for apparatus. Recesses were arranged for small groups at a time so all might enjoy the new playthings.

The principal hears no more of broken windows nor recess squabbles. Punctuality and attendance have improved. And the happy children are eight weeks ahead of previous years in the course of study and ten weeks ahead of last year.

**Badge Tests to the Rescue.**—A letter from Miss Mary Holman, Playground Director, Tyrone, New Mexico, tells of pioneer playground work:

"Tyrone is a mining camp three years old owned by the Phelps-Dodge Co. whose offices are in New York City. It is called "Tyrone Beautiful" because of its wonderful location in a valley just below the continental divide and the unusual scale on which it is being built. All buildings have been designed by the same man who designed the buildings for San Diego Exposition — I've forgotten his name. Truly, the place is wonderfully beautiful and is being promoted by men of ability to make of it what they choose.

But the people—!!!

"There is an eighty thousand dollar public school building in the town and the school was organized for the first time this year.

"On account of the nature of the population it was impossible to get a correct school census before the opening of the school year. Accordingly, the school board—composed of the usual hard-headed business men—provided a superintendent and ten teachers. School opened the first Monday in September with an enrollment of six hundred Mexican children and one hundred and fifty whites of a class, (for the most part), believed now to exist only in Bret Harte's and similar stories.

"School continued in this fashion for three weeks—with daily threatenings of race riot at recess periods—and then the county superintendent, Miss Isabel Eckles, whom I had met at a summer resort the previous summer, sent for me.

"So I went to Tyrone basing my anticipations on what I knew of Miss Eckles and in no wise prepared for confusion of tongues and general conditions which existed there. I was given six playground balls and bats and three balls more and the gracious privilege of proceeding the best I could. I won't attempt to tell you what ensued.

## THE WORLD AT PLAY

(Have you forgotten that I'm trying to explain *why* I sent for the badges?) Suffice it to say that I spent the time until Christmas trying to learn Spanish and to grasp the individual personality in that sea of black faces. After Christmas we began to organize and early in the spring I began to talk Athletic Badge Tests. One way and another I got the simple apparatus required but my long list of applicants for the badge dwindled terribly when they realized that the securing of it involved signing of names and conforming to law. I had advertised a play festival for May the fifteenth with the Badge Tests as one of the chief features, so in desperation I wired for the badges and extra copy of the tests that I might display both and try an appeal through the eye. It worked.

"Fifteen girls took the first tests—none qualifying. Nineteen boys tried and you have the results.

"I'm out of paper but I'm coming to New York in July to tell you the rest and solicit help for next year."

**Playground Lectures in Mississippi.**—The State Department of Education has engaged a lecturer to present playground theory and practice to the summer schools of the state.

**Made Use of What They Could Get.**—The two churches of Newfoundland, Pennsylvania, led a movement to purchase the local hotel for a community club. The bar room became a domestic science room and the barn a gymnasium.

**Playground Ukuleles.**—At playground No. 4 in Mt. Vernon, N. Y. the boys and girls have started to make ukuleles out of cigar boxes. Some pretty good ones have already been turned out and the boys and girls are getting lots of fun in learning to play after they make their own instruments. It will not be at all surprising to see the various playgrounds turn out representative musical organizations to cheer their teams on at their various league contests in the near future.

Miss Pearl V. Casey, Director, has kindly given the following information about this activity:

Material supplied by pupils—cigar box, any size, one piece of wood 12 inches long,  $2\frac{1}{4}$  inches wide and 1 inch thick, for finger board; three blocks of wood  $\frac{7}{8}$  inches thick  $1\frac{1}{4}$  inches wide and 2 inches long; keys, sounding board and string base can be made from short lengths  $\frac{1}{2}$  in. thick by  $\frac{3}{4}$  in. wide.

Material supplied by Director—glue, varnish, two  $\frac{1}{2}$  in. screws, two 2 in. screws (small



## THE WORLD AT PLAY

size), two four penny nails, 2 violin A and 2 violin E strings.

Tools required—sharp pen-knife, brace, and  $\frac{3}{8}$  in. bit, screw driver, file, hammer and sand-paper.

Cut a round hole  $1\frac{1}{4}$  in. in diameter in center of box lid.

Scrape all paper from cigar box and glue all inside seams.

Next carve out three sounding boards, width of box, and fasten with glue to inside of box, one on the bottom 2 in. from the end and other 2 in. from end of inside of lid, one at each end. Glue two of the blocks to each end of the box on the inside. Nail and glue the third block to one end of the 12 in. piece of wood and fasten this end of 2 in. piece of wood to box with glue and the 2 in. screws. Make string base  $2\frac{1}{2}$  in. long and at equal distance cut four small grooves for strings. With glue and two small screws fasten to top of lid two inches from farthest end of lid, groove side nearest end of lid. Glue lid to box making sure that the top of the lid fits evenly all around the box. Starting from box, mark off frets on 12 in. piece measuring respectively  $\frac{3}{8}$  in.  $\frac{3}{8}$  in.  $\frac{1}{2}$  in.  $\frac{1}{2}$  in.  $\frac{1}{2}$  in.  $\frac{1}{2}$  in.  $\frac{5}{8}$  in.  $\frac{5}{8}$  in.  $\frac{3}{4}$  in.  $\frac{3}{4}$  in.  $\frac{3}{4}$  in.  $\frac{7}{8}$  in. at this point insert a small piece of hard wood so that it extends about  $\frac{1}{8}$  in. above the surface

and make four small grooves at equal distance for strings.

In the remaining space bore three  $\frac{3}{8}$  in. holes for the keys. The keys are to be carved out of small pieces of wood, and have a small groove at the end to hold the strings.

Sandpaper all rough edges and varnish. After varnish dries put on strings. (The two inside strings are violin A and the two outside strings are Violin E.)

This simply constructed instrument is very popular with the children, and it is true that without the slightest knowledge of music one can learn to play it in from six to eight lessons.

**War Work of Women for Women.**—Columbia University offers a month's course beginning September the eleventh in the organization and leadership of recreational and patriotic activities for working girls. The course is given under the auspices of the National Council of Defense, the National League of Women Workers cooperating. Candidates must have had two years of college work or a high school diploma with some experience in social work.

**Gift Playground for Saginaw.**—The German Society of Saginaw has given a block of wooded ground, once a beer

## TWELVE GOOD GAMES

garden, for use as a playground. Saginaw now has grounds enough for her children though she has not yet inscribed her name on the honor roll of cities providing year-round play leadership.

**State Aid for Gardens.—** Under this heading the June PLAYGROUND announced joint aid offered by New York State and Cornell University for home gardening projects. The money Cornell offered was from a Federal war emergency fund, which has long since been exhausted, and, up to the present not renewed. About twelve directors were placed through this fund, appropriated to the U. S.

Department of Agriculture and apportioned by the States Relations Service of the Department through the Cornell Extension Department.

The New York State law still stands authorizing boards of education to employ a director of agriculture and the State, through the Commissioner of Education, to re-imburse such a board of Education to the extent of not to exceed \$600 for the salary paid said director during any given year.

Communities planning to take advantage of this law for next season should get started early enough to get the boys and girls properly started on their garden activities in the spring.

## Twelve Good Games

SUGGESTED FOR THE

"WAR-TIME RECREATION DRIVE" AND "PATRIOTIC PLAY WEEK"

CHARLES FREDERICK WELLER, Associate Secretary Playground and Recreation Association of America, New York City

Without apparatus, "Playgrounds," money, or experience, anyone can use one or more of these games to vitalize leisure hours in his family or neighborhood.

Many boys and girls today do not even know how to play such games. At best they need opportunities and some help in organizing. Leadership is thus necessary.

Therefore the following games are described as the personal experiences of one adult who—in Chicago, in Lawrence, Kansas, and in a Maryland farming region—used these simple games to set the boys and girls to playing.

## TWELVE GOOD GAMES

Hearts beat, lungs expand and muscles strengthen, while alertness, self-control and "team-play"—or self-subjection to a social purpose—are developed by these rousing old games. For all-round physical efficiency—with the qualities of brawn, brain and spirit which that involves—there is nothing better.

### I. POM-POM-PULLAWAY

One evening in Chicago I chanced upon a vital discovery. I went into the street in front of our home, called together a few of the omnipresent youngsters and told them I was "It" for *Pom-pom-pullaway*.

I lined the children up on one curbstone and explained that they must run across the street to the opposite curb when I called out:

"Pom-pom-pullaway!

If you don't come,

I'll pull you away."

When I caught any runner and tagged him three times he was "It," too, and must help me catch the others. Each player tagged became a tagger until all were caught. Then the player who had been caught first was "It" for a new game.

I was so awkward at first that I fell, tore my trousers and scratched my hands. Buttons were torn off my old coat. I learned that the good old game is too strenuous for the aged, but my vital discovery was that the game would not let me remain aged. Many times since that night, thirty minutes of Pom-pom-pullaway has recreated me—physically and spiritually—and, for good measure, has won me the friends among the neighboring children.

### II. TAG GAMES

Everyone knows the good old game of *Tag*, in which one player chases the others until by touching one of them he makes him take his turn as "It."

In *Cross Tag*, "It" starts after any player he chooses, but must change his course to pursue any other player who runs between "It" and the one he is chasing. Thus a fresh runner may at any time divert "It" from a tired player who is nearly tagged.

In an amusing form of the old game the player tagged must keep one hand on the part of his body which "It" touched until the new "It" can tag someone else. This is easy if the elbow was the spot touched, but not so simple if "It" managed to tag the player's ankle.

## TWELVE GOOD GAMES

*Red Light* is an inactive modern form of *Tag*, which illustrates the present-day tendency away from vigorous play. My children taught me to play it with them on the sidewalk and grass plots before our house. The player who is "It" turns his back to the others or closes his eyes while he counts ten. Then he shouts:

"No moving;  
No talking;  
No laughing;  
Red Light!"

At these words the players—who have been moving away from "It"—must "freeze" and remain motionless. If anyone moves, "It" chases him, and if he is tagged he becomes "It" in his turn.

*Travelling Apes* is of my own devising. One day after I had read *Tarzan of the Apes* I made up a new combination of *Tag* and *Pom-pom-pullaway* as a means of getting my boys and girls to move rapidly down the street on an errand upon which we had been sent by the household powers.

I explained that Tarzan and his brother apes travelled from tree to tree along the branches but we would modify this slightly by travelling on the ground. All the apes gathered around a tree trunk. I selected as their first goal another tree—the first, second or third tree down the street.

As the Hunter, I stood between the apes and their new goal and shouted:

"Travel, Apes!"

Any ape that I tagged as he travelled between the trees became the Hunter, while I became an ape for the run to the next tree selected further on.

To expedite our progress no ape was allowed to run back toward the houses or to stray out of the space between the curbstone and the houses.

### III. TUG OF WAR

A strong rope thirty or forty feet long has provided for two very popular games in the big old attic of our house. On rainy days or in the cold weather of winter, these games may be played on a barn floor or in any large room. But like all other play they are at their best outdoors.

*Tug of War* is played by dividing the company into two equal groups, each holding half of the rope, which is divided by tying a handkerchief in the middle. All the players on both sides grip

## TWELVE GOOD GAMES

the rope strongly, holding it so that the handkerchief stands at first just above a half-way point marked with chalk upon the floor.

On signal they pull as hard as they can. That side wins which pulls, and holds, the handkerchief over on their side of the line.

### IV. SNAKE IN THE GRASS

This old rope becomes a "snake" for the second game. A big knot is tied in one end. The players arrange themselves in a circle and one of them, standing in the center, swings the rope around, skimming along the floor or grass at the feet of the players.

Each player must jump up as the rope nears him, so that it may pass unimpeded beneath his feet. If it touches him, the player drops out of the game. That player wins who is the last one touched or "bitten" by the "snake."

In military training camps this game is played with an iron or lead weight fastened on the end of a strong cord. I have also heard of an old book being used as the weight.

### V. PRISONER'S BASE

Our family went to Grandfather Winston's at Lawrence, Kansas, last Christmas and, recalling what Pom-pom-pullaway had done for me and for the children living near my Chicago home, I spent one to three hours daily for a week playing youthful games with my own boy and girl and other children.

We played a timely war game, *Prisoner's Base*. I told the youngsters that in good old England centuries ago "*Prisoner's Base* was prohibited in the avenues of the palace at Westminster during sessions of Parliament, because it interrupted the members and others passing to and fro." It was then played principally by adults.

In Lawrence, we marked out two circles about fifty feet apart—they might have been nearer or farther. We "chose-up" sides and each of the two equal armies of players stood safely within its own circle.

Then a player from the opposing side led out from his goal toward ours and I ran to tag him before he could get back home; I was "fresh" on him, because I left my goal after he left his.

But another of our opponents left his goal after I left mine and tagged me before I could either touch the first runner or get back home. Thus I became a prisoner and had to stand in the

## TWELVE GOOD GAMES

jail which was located near the enemy's goal so that their army could prevent the prisoners from being rescued.

Then the captain on my side sent his players one by one into the open to tempt the enemy to run out of their base in pursuit. Then, before the enemy could run back into their goal to get "fresh" again, my captain rushed out—"fresh" on all opposing players—tagged me in my prison and thus took me safely home to keep on playing.

Any player may slip into his enemy's goal if he can get there without being tagged. The latest player to leave either goal—his own or his enemy's—is "fresh" on all players who ran into the open before he did, and may therefore send anyone of them to prison by simply tagging him.

When you have tagged a player, both of you may go unmolested to your places—you to your home base; your enemy to prison; or your own man, if you have just rescued one from prison, to his home goal.

The latest prisoner must keep one foot or hand within the marked circle or touching the tree or post which constitutes the prison. The other prisoners form a line stretching out toward their home goal; the player who has been in jail longest stands farthest from the prison; all others in the order in which they were captured. Each must clasp the other's hand; the oldest prisoner, nearest his home base, must be rescued first.

When all the players of one side are prisoners, the other side has won the battle.

### VI. DUCK-ON-THE-ROCK

One afternoon at Lawrence we picked empty tin cans out of the scrap barrel in the back yard—one can for each player. One boy, volunteering to be "It," stood his can (or "Duck") upon a larger can, or on a box (called "the Rock"). The rest of us tried to knock it off.

We threw our cans (or "Ducks"), one at a time, from behind a marked line about twelve to twenty-five feet away from "the Rock." Then each player tried to run back with his Duck to the throwing line—to throw again.

While watching for a chance to run home safely, the player must keep his foot on his Duck. Whenever his foot is off the Duck, the player may be tagged by the guardian of the Duck on the



## TWELVE GOOD GAMES

Rock. But, whenever this Duck is knocked off the Rock, its owner must replace it before he can tag anyone.

When the Duck is on the Rock and its guardian tags another player, that player becomes "It;" he puts his Duck on the Rock, and all the other players try to knock it off.

Real rocks may be used instead of cans. Bean bags do nicely—especially indoors—but when a bean bag is the Duck, the Rock on which it is balanced should be an Indian club—or, in the school room, a desk or small table.

### VII. FOX AND GEESE

Not having time enough for golf, I prefer a game like *Fox and Geese*—which Minnesota school children know as *Cut-the-pie*. Snow is best to play it in, but, lacking snow, there is no good reason why one should not mark out a big wheel, with lime or chalk, on the asphalt pavement in front of a city home or on any available space.

Mark out a circle of any convenient diameter—perhaps twenty to fifty feet. Mark the spokes of the wheel—possibly ten or fifteen feet apart at the circumference and meeting at the hub.

Make one player "It." He pursues the others, but only on the spokes, tire or hub of the wheel. When he tags another player, that one takes his place in chasing the others. Some play that the big hub is goal and a player safe while he stands there, but I think that makes the game too slow.

### VIII. "UP, JENKINS!"

Aunt Adda (who is eighty-four year young) taught me to play *Up, Jenkins!* and this became the principal indoor game with which we passed the Christmas-to-New Year's evenings at Lawrence last winter.

In two opposing groups, one on each side of the bare dining room table, we lined up the children, parents and gandparents, ages five minus to eighty-four plus. One side took a silver quarter and passed it back and forth, with their hands all hidden beneath the table.

After the quarter had lodged in somebody's hidden hand, the captain of the opposing side, across the table, commanded: "Up! Jenkins," and all the hands together were raised high over the table, with all fists clenched alike. "Down, Jenkins," called the opposing captain, and all hands at one time slapped the table noisily,

## TWELVE GOOD GAMES

with fingers extended and the quarter ringing on the boards—somewhere.

Then the captain of the opposite group of players, after consulting with his men, ordered up his opponents' hands, one at a time. If he succeeded in selecting empty hands, leaving the quarter under the last hand left pressing upon the table, then his side took the quarter and its former custodians tried to win it back in similar fashion.

Obviously, this game may be played outdoors also. It gives less vigorous physical exercise than the other games described; but like them develops such discipline or "team play," and such alertness of eyes, ears and judgment as are essential parts of physical efficiency.

### IX. HORSESHOES

Up among the farms and orchards of northern Maryland, where my youngsters take me nearly every summer, the only game I ever saw played spontaneously by the natives was *Pitching Horseshoes*—one may say *Quoits* if he prefers to buy them.

Everybody, old or young, can pitch horseshoes—though the youngest players would better use rope rings.

Two wooden posts about an inch and a half thick are driven into the ground at any convenient distance apart. The posts stick up about four or six inches above the earth. Each of the two or more players, in turn, stands behind one post and pitches two horseshoes, one at a time, at the other post.

When all the players have pitched, the score is counted—perhaps as follows: Nearest the post, one point; if both the horseshoes of one player are nearer the post than any opponent's horseshoe, two points; a "ringer" (encircling the post), three points. Sometimes you play that the horseshoe farthest from the post subtracts one point from its pitcher's score.

From behind the post first aimed at, the players pitch next for the other post. The game may be for the largest score or for a definite number of points, say 21. Teams of two or three players may compete or each may score singly.

In Columbus, Ohio, a resourceful organizer of recreation developed Horseshoe Tournaments into which players were drawn from all over the city. Crack teams fought for the championship for their neighborhood, or city square; and newspapers made much of the scores and personnel and skillful plays of the chief contestants.

## TWELVE GOOD GAMES

### X. RUN, SHEEP, RUN

In small towns or country districts, in my boyhood, we played a kind of *I Spy* or *Hide and Seek*, called *Run, Sheep, Run*.

One player threw a stick as far as possible, shouting, "Run, Sheep, Run." The player who had previously been chosen "It" must get the stick and lean it against the goal. Meanwhile all the other players ran away and hid themselves.

While the stick was on the goal, if "It" saw any player he called the player's name, threw the stick as far as possible from the player caught, shouted, "Run, Sheep, Run," and ran to hide while the new "It" got the stick and leaned it against the goal. Thus the games really began anew as soon as any player was caught.

While "It" was searching in one direction for hidden players any player might run in from another part of the field, throw the stick as far from "It" as possible—shouting, "Run, Sheep, Run"—and thus give all the players a chance to run farther from the goal and to hide themselves more securely.

### XI. VOLLEY BALL

If a family or a neighborhood group can spare five to ten dollars they will find that a *volley ball* and net are a good investment. (A clothes line or any other rope will do instead of the net.) This is the most costly playground equipment I shall suggest, for I believe in "apparatus" and in "playgrounds" far less than in play.

"Experts" disagree somewhat as to the rules for *volley ball*, but the following may answer:

Use a tennis court, if you have one, or mark off an oblong the size of your back yard or lengthwise of your front street—about fifty feet long and twenty-five feet wide. Stretch the old tennis net, or your wife's best clothes line, across the middle of the oblong, the twenty-five foot way. Have the line, or the top of the net, six to eight feet above the ground—its height depending somewhat on the age and skill of your players.

A volley ball is large and light. You and your boys have a preliminary contest as to which can blow it up the tightest and whose "butter fingers" let the most air out in trying to tie up the neck of the inside bladder.

The players are evenly divided, half on either side of the net or rope. Any number of players may play on a side, say three to thirty. One of the players stands behind the back line—the serving

## TWELVE GOOD GAMES

line which lies parallel to the net and twenty or twenty-five feet away from it—as the playground space permits. The batter, or server, holds the volley ball on his left palm, tosses it up a little and hits it with his right hand—trying to make the ball go over the net and strike the ground, within lines, on the opposite side of the court.

But the enemy are alert to knock the ball back over the net to make it hit the ground first on the server's side. No one may catch or hold the ball, but a player may strike it with one or both hands—hands always open. Good players will sometimes bat the ball from one to another on their own side of the net until they can suddenly bat it into a place where no opposing player is ready to keep it from falling to the ground. But no player may touch the ball more than twice in succession until some other player has touched it.

The server's side scores one when their opponents fail to return the ball. If the ball falls to the ground on the server's side, no one scores but the chance to score by serving the ball passes to the other side. Any server continues putting the ball in play until his side fails to score, then the opposing side get the ball and serve it. On both sides the players take regular turns in serving—a new server each time the team gets the ball.

If the ball touches or passes beneath the net or rope, the play is lost but, if the ball came directly from the server, he has a second trial. Whenever the server fails in any way to get his first ball fairly over the net, he may try once more before losing his turn to serve.

In Elgin, Illinois, I saw fifty of the leading men of town—ministers, teachers, doctors and big business men—dressed in gym suits and shoes; yelling like mad; acting and feeling like a crowd of happy boys over their semi-weekly game of volley ball. It has no equal for meeting the recreation needs of all sorts and ages of folks. Boys and girls like it all the better because adults play it, too.

None of the older boys or girls should be allowed to graduate from any school or from a summer "Recreation Drive," without proving that he, or she, has established a volley ball playing habit which is likely to help him over even such great "divides" in life as the forty-fifth year.

Eyes, head and chest are all uplifted because the volley ball is constantly flying in the air. The players strike upward.

## TWELVE GOOD GAMES

They run, jump, turn about, hit hard, and use all their muscles snappily. More individual skill and greater team organization are called for by this game than by the others I have described, but unskilled youngsters enjoy it and it draws them on steadily toward greater physical efficiency.

### XII. BASEBALL GAMES

Two modern games there are which should be universalized—*Volley Ball* and *Playground Baseball*.

Any American patriot would feel insulted at being told how to play baseball. Suffice it that *Playground Baseball* or *Indoor Baseball* (though it is best played outdoors) differs from ordinary baseball in four ways, namely: (1) A big *soft* ball is used, (2) because this soft ball cannot be batted far, a small diamond—not over 27 feet between bases—is laid out; (3) the pitcher must serve the ball underhand—that is, it must be tossed instead of thrown; (4) a base runner may not “lead off” his base, but must keep one foot on it until he runs for the next base.

Some people, girls especially, like to play this game without a ball bat—the batter striking the ball with his open palm. For this a volley ball may be used.

A game may also be played which my boyhood comrades called *Scrub*. In this game there are no organized teams, but each player works his way, in, turn, from fielder up to batter, falling back to fielder when put out at bat. There are always two or more batters. If only two, they should run only one base and home again. In this single-base game the batter's difficulties are sometimes increased by putting the one base back of the pitcher—about where a second base should lie.

Edna Geister (author of *Ice Breakers*—a recent book of social games and stunts, mainly indoors) told me that when her father took away the children's bat and ball one day they made up a “ball” game in which a piece of old garden hose about twelve inches long served as the “ball.”

Home base was two brick bats far enough apart so that a player's foot could easily be kicked between them. Thus the “batter” was just a kicker. When he had kicked the rubber hose into play it was treated like a baseball and the usual rules of *Playground Baseball* applied.

Like volley ball, these games of modified baseball are far safer than basketball—for they do not overstrain the players'

## TWELVE GOOD GAMES

hearts or other physical powers. They develop all the essentials of physical efficiency more effectively—and with greater happiness for the beneficiary, boy, girl, man or woman—than any other method of physical training yet devised—even by Americans.

### WHY TEACH GAMES

These twelve games show clearly the need for resourcefulness and leadership, which someone—an adult usually, or an older boy or girl—must supply. But the classic expression of playground opponents is: "It's as foolish to talk of teaching children to play as of teaching fishes to swim."

Obviously, however, children do not by instinct know the rules of games like these. Such games are a precious social heritage. In my childhood they were part of an active play tradition handed on by adults and by other children.

At present, anyone who will watch what boys and girls are really doing in any community will usually find that they are idling or merely "fooling"—not playing an organized game which demands strength and skill and develops them.

To "teach children to play" is therefore essential—though formal "teaching" is less effective than such informal fellowship, with such suggestions, opportunities, and leadership as I have sought to portray in these "Twelve Good Games."

Other games may be drawn from young-spirited adults who can revive local play traditions, from immigrants who recall the games of their native lands, and from books like *Games for the Playground, Home, School and Gymnasium*, by Jessie Bancroft. (Published by Macmillan, 1909; 456 pages; \$1.50)

If anyone doubts that the teaching of such games to boys and girls—America's future rulers—is appropriate wartime service, let him consider how Rear Admiral Carey T. Grayson, M. D., has served his country and all humankind by teaching President Wilson to keep himself FIT THROUGH PLAY.

If some of these games can be made to take root in each American community, this Patriotic Recreation Drive will have added the equivalent of many regiments to the war-winning strength and spirit of our Country.



## Suggested Procession and Pageant for the Patriotic Play Week\*

Conducted by the Children's Bureau of the United States Department of Labor and the Child Welfare Department of the Woman's Committee of the Council of National Defense.

Prepared by C. H. Gifford, Executive Secretary of the Drama League of America, Washington, D. C.

### PROCESSION AND PAGEANT†

*(Designed to be staged at the county fair, or in a similar setting).*

All of the results of the Recreation Drive and Patriotic Play Week should be arranged in a Procession from a given point to a position in front of the Grand Stand. The order of the Procession should be:

1. Boy Scouts
2. Columbia, with attendants, in a float
3. Girl Scouts
4. Badge Test Groups
5. Camp Fire Girls
6. Junior Red Cross
7. Boys' and Girls' Canning Clubs
8. Stock and Poultry Raising Clubs, etc., etc.

Columbia's float should be halted in front of the center of the Grand Stand. The Boy Scouts, marching to the extreme end and turning to form the front line of the background, should so arrange themselves that the line is broken in its center by the float. The other marchers pass between this line and the audience, after which they turn and take up positions, either in blocks or lines, back of the line of Boy Scouts.

When the formation is completed, Columbia and her attendants descend from the float. As she advances slowly toward the audience, her attendants dance gaily about her. Suddenly the sound of trumpets and martial music burst forth. Columbia and her attendants stand aghast.

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† Note: This outline has been worked out with the view of meeting the needs in the greatest possible number of communities. In some cases it may be advisable to substitute real characters for the symbolic ones (except Columbia and Justice), in which case children in costumes of the various oppressed nations might be used, and participants in the Procession might respond to Columbia's calls.

SUGGESTED PROCESSION FOR PATRIOTIC PLAY WEEK

COLUMBIA:

Hark! What means this discord  
Of strange sounds?

*(Enter Justice, followed by suffering children of Europe.)*

JUSTICE:

It is I, Justice,  
Fair Columbia,  
And those whom I would defend  
Against a tyrant's power.  
We crave your protection,  
Your strength and loving care.

COLUMBIA:

But, Justice,  
Art thou not the law of mankind?  
Then, how dare this tyrant challenge  
Your sacred right?

JUSTICE:

Would that I could prevent it,  
O fair Columbia;  
But 'tis the voice that  
Proclaims Might the law of the universe.  
My throne is threatened. Except by thy help  
These poor ones must forever live in bondage.

*(Led by Columbia, all sing, O God, Our Help in Ages Past)*

COLUMBIA:

*(As if gaining new resolve through this prayer)*

I come! Justice!  
In thy name,  
My resources, my strength—my all—  
Will be thrown against this offender.  
The first aid I give thee is loving service.

*(By uplifted hand she summons, and a group of girls representing the Red Cross dance forth and take their positions at extreme right.)*

COLUMBIA:

That these tortured bodies may be strengthened, I give thee  
food.

*(Summons repeated, and groups representing the harvest dance forth and take their positions at extreme left.)*

COLUMBIA:

Go! Go!

## SUGGESTED PROCESSION FOR PATRIOTIC PLAY WEEK

*(Another summons, and a group representing gold dance forth and take up their positions at right.)*

COLUMBIA:

Fuel and raiment!

*(Summons repeated, and a group representing fuel and raiment dance forth and take up their positions at left.)*

COLUMBIA:

Yet more, O Justice,

Do I give.

I draw the sword that shall never be sheathed

'Till this tyrant's power is crushed.

I give my most precious treasure—my loving sons—

To defend thee

On land *(Pause while an American soldier takes his position at her right)*

On sea *(Pause while sailor takes position at her left)*

In the air *(Pause while aviator takes place at her right)*

Everywhere! *(Pause while marine takes place at her left)*

*(The action must be quick. As soon as the line is completed, the band strikes up, O Columbia, the Gem of the Ocean. All sing. During the first line of the second verse, the Stars and Stripes should be planted by two Boy Scouts behind Columbia, high enough to float over their heads.)*

*(The band then plays one verse of The Star-Spangled Banner, while all stand at attention, the soldiers at salute. The band then plays America Forever, while Columbia, with attendants, Justice and children, enter the float, and the Procession moves off.)*

### COSTUME SUGGESTIONS

Columbia: Draped in white with crown and sceptre

Justice: Classic robe of purple

Columbia's Attendants: Some in red, some in white, some in blue

Oppressed Children: Draped in grey

Red Cross Group: Dressed in red or white, carrying red cross

Harvest Group: Dressed in green or white, carrying golden sheaves

Gold Group: Dressed in gold, carrying chest of gold

Fuel and Raiment Group: Some in wood brown, carrying bundles of faggots; some in deep rose, or light watermelon pink, carrying wool

# The Use of Folk Dancing as Recreation in a Health Program

Prepared by Miss ELIZABETH BURCHENAL, Chairman Organization Committee,  
American Folk Dance Society

## FOR THE WARTIME RECREATION DRIVE

### CONDUCTED BY

The Children's Bureau of the United States Department of Labor and the  
Child Welfare Department of the Woman's Committee  
of the Council of National Defense

Folk dancing is quite definitely a thing apart from other kinds of dancing, and serves an entirely different purpose if used in its traditional form and spirit. The form of a folk dance is as definite as the words of a folk song, while the manner in which it is danced and the spirit, feeling and attitude of mind of the dancers are as definitely part of the dance as are the actual steps and figures. The "folk manner" is of utter simplicity and straightforwardness, with no attempt at "grace" or "daintiness." The feeling and attitude of mind is of simple pleasure in the dance itself. It is this unstudied simplicity and naivete, together with the compelling rhythm and vigor, that makes folk dancing so appealing to and appropriate for children. Its usefulness as a means of recreation, however, is by no means limited to children, for it presents large opportunities for recreation and social enjoyment for adults.

The folk dances that lend themselves best to a recreation and health drive are those which may be classed in the same category with active games most desirable for the same purpose, i. e., those in which large groups take part, which are easy to learn and to pass on to others, and which provide vigorous action, forgetfulness of self, keen interest and pleasure, team work and the social element. A large number of such game-dances selected from among the folk dances of many countries are available for immediate and practical use by leaders who have not necessarily had previous training. For these leaders the following suggestions are given:

### HINTS ON FOLK DANCING (FOR LEADERS)

1. Let the teaching of folk dances be done as informally as

## THE USE OF FOLK DANCING AS A RECREATION

possible, and with a minimum amount of explanation. In the main, they can best be learned by *doing* them!

2. Use dances which are full of action, simple and easy to understand and to pass on to others, and which are good fun. Choose those which have only the simplest steps (such as running, skipping, and simple and easily understood figures). Difficult steps and elaborate figures mean too much time spent in teaching, and not enough in recreation.

3. Have good and spirited music—this is an important factor in the successful use of folk dancing. Have a musician who is familiar with the dance and plays with inviting rhythm and enthusiasm; or use a *phonograph*. These have been widely used throughout public school systems and elsewhere and have been found extremely helpful in developing the use of folk dancing as play.

4. When a dance has been learned it should be used as a form of play for play's sake, on *exactly the same basis as games are played*. The leader can get best results by dropping the attitude of teacher and joining in the dance with her group.

5. The test of success in a folk dance is:

Is it interesting, in the game sense?

Is everyone taking part, or are some standing idle?

Do the children enjoy doing it by themselves when the leader is not with them?

Is it full of vigorous action?

Do the children pass it on to others?

6. The choice of dances should be left to the players, the leader merely suggesting, and the same dance may be used as long as it retains its interest. The leader should be ready with a new dance when interest in the old one wanes.

7. Avoid any suggestion to children that what they are doing is "cunning" or attractive, or pleasing to spectators. Nothing is more interesting and beautiful than children dancing or playing, but once the "showing off" spirit is engendered the pleasure taken in it becomes that of appeal to the onlooker and self exploitation rather than that of a healthy game spirit. Bear in mind always the end in view, i. e., *health and recreation for the children*,

## THE USE OF FOLK DANCING AS A RECREATION

rather than *pleasure* and *amusement* for *spectators*. To this end, avoid solo dancing (or dancing in small groups), fancy costumes, exhibitions—especially on platform, or stage, or under conditions suggestive of anything but the playground atmosphere.

8. When a demonstration of folk dancing by children becomes necessary or advisable care should be exercised to arrange it in such a form as to make the children as little conscious of themselves as possible. The following form is suggested:

*A Big Outdoor "Play Day" of folk dances and games* given on a beautiful large grassy space which is kept clear for those taking part, only; and with a great number of children divided into groups dotted all over the field, taking part at the same time in every event. In this form of demonstration there is no "Grand Stand," the spectators being scattered in a thin line around the edge of the field. The space is so large and the numbers taking part so great that each group may have a happy informal play time and yet unconsciously contribute toward a wonderfully beautiful and moving spectacle. It is the size of the field, the numbers taking part and the atmosphere of happiness created, that makes this kind of an occasion the most appealing and effective of all demonstrations. The simplest folk dances and singing games such as those listed below as "Suitable for Recreation" are most successful and effective for such an occasion.

### FOLK DANCES ESPECIALLY SUITABLE FOR RECREATION IN A HEALTH PROGRAM

The folk dances listed here are from many different countries, and have been selected for their health and recreation values.

The numbers in parentheses after the dances refer to publications, in which the music and descriptions may be found. These are listed numerically immediately following the dances. Phonograph (Victor) records of all the dances named are also available.

#### SINGING GAMES (extremely simple)

Bridge of Avignon, The.....	(12)
(Sur le pont d'Avignon)	
Carrousel .....	( 7), (14)
Gustaf's Skoal.....	( 2), ( 9), (14)
I See You.....	( 7), (14)
Nigarepolska .....	( 4), (14)
("Brownie" polska)	
Our Little Girls.....	( 2)
Seven Pretty Girls.....	( 2), (10), (14)



## THE USE OF FOLK DANCING AS A RECREATION

### DANCES (simple and vigorous)

Come Let Us Be Joyful.....	( 2)
Crested Hen, The.....	( 2), ( 5)
Farandole .....	( 3)
Gathering Peascods.....	( 8)
Gotlands Quadrille.....	( 2), (13)
Gossiping Ulla.....	( 4), ( 6)
Hatter, The.....	( 5), (10)
Little Man in a Fix.....	( 5)
Reap the Flax.....	( 7), (14)
Sappo .....	( 4), ( 6)
Sellengers Round.....	(11)
Seven Jumps.....	( 2), ( 5)
Stick Dance.....	( 5)
Tarantella .....	( 7)
Tinkers Dance.....	( 5)
(Especially suitable for patriotic and social use)	
Oxdans .....	( 7), (14)
Arkansas Traveler.....	( 1)
Circle, The.....	( 1)
Lady of the Lake.....	( 1)
Money Musk.....	( 1)
Old Dan Tucker.....	( 1)
Virginia Reel.....	( 1)

### FOLK DANCES OF THE ALLIES, FOR PATRIOTIC PAGEANTS AND PLAYS

As an integral part of a patriotic pageant or play the real folk dances of the various countries represented would have a logical place if given in their traditional form. Folk dances familiar to many through use as play and recreation might thus be fitted into a patriotic community celebration.

The dances listed here are actual folk dances from the allied countries and would be recognized with emotion by natives of these countries.

The numbers in parentheses refer to the publications containing the music and description, which are listed numerically in the accompanying bibliography. Phonograph (Victor) records of the dances are available.

#### 1. UNITED STATES OF AMERICA

The Circle.....	( 1)
Old Dan Tucker.....	( 1)
Arkansas Traveler.....	( 1)
Money Musk.....	( 1)
Virginia Reel.....	( 1)

#### 2. FRANCE

Farandole .....	( 3)
The Bridge of Avignon.....	(13)
(Sur le pont d'Avignon)	

## THE USE OF FOLK DANCING AS A RECREATION

### 3. BELGIUM

Seven Jumps.....( 2), ( 5)  
Ladita .....(13)

(It is not generally known that these are Belgian dances. The latter is known in Belgium as "Streep," but the music and dance is the same as that known in Sweden as Ladita.)

### 4. ENGLAND

Selling's Round.....(11)  
Gathering Peascods .....( 8)

### 5. ITALY

Tarantella .....( 7)

### 6. PORTUGAL

"Vira" .....(15)

For the national anthems of all the Allies, see No. 16 of the bibliography.

## BIBLIOGRAPHY OF PUBLICATIONS CONTAINING MUSIC AND DESCRIPTIONS OF DANCES LISTED ABOVE

No.—Title	Author	Publisher	Price
1. "American Country Dances"	(Burchenal), G. Schirmer.....		\$1.50
2. "Dances of the People"	(Burchenal), G. Schirmer.....		1.50
3. "Farandole" (sheet form)	(Burchenal), G. Schirmer.....		.20
4. "Folk Dances and Games"	(Crawford), A. S. Barnes.....		1.80
5. "Folk Dances of Denmark"	(Burchenal), G. Schirmer.....		1.50
6. "Folk Dances of Finland"	(Burchenal), G. Schirmer.....		.20
7. "Folk Dances and Singing Games"	(Burchenal), G. Schirmer.....		1.50
8. "Gathering Peascods" (sheet form)	(Sharp), Novello (H. W. Gray) .....		.10
9. "Gustaf's Skoal" (sheet form)	(Burchenal), G. Schirmer.....		.20
10. "The Hatter" (sheet form)	(Burchenal), G. Schirmer.....		.20
11. "Selling's Round" (sheet form)	(Sharp), Novello (H. W. Gray) .....		.10
12. "Sur le Pont d'Avignon" (sheet form)	(Burchenal), G. Schirmer) .....		.20
13. "Swedish Folk Dances"	(Bergquist), A. S. Barnes.....		1.60
14. "Swedish Song Dances"	(Eastman and Kohler), Ginn.....		1.50
15. "Vira" (sheet form)	(Burchenal), G. Schirmer.....		.20
16. "The National Anthems of the Allies,"	G. Schirmer.....		.25

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## Harvesting Transplanted Playgrounds

By FRED O. ENGLAND, Director of Playgrounds, Manila, P. I.

When C. M. Goethe, on his tour of transplantation, scattered the seed of American Playground propaganda in Manila he must have selected an exceptionally good quality of seed. The good seed that has been sown together with the rich and fertile soil in which it was planted have both contributed toward the rapid and marvelous development of the Manila recreation system. Manila is far in advance of every other city in the Far East in playground and recreation facilities. The Bureau of Education of the Philippines is the sturdy pioneer and builder. The preparation of the field for a system of public recreation is due, in a large measure, to the resolute and intense activity of its American employees in introducing and creating a keen desire and demand for American games and athletics. The efforts of the Bureau of Education have been supplemented to a great extent by the Philippine Y. M. C. A. Under the leadership of Elwood S. Brown, General Secretary of the Philippine Y. M. C. A. and Secretary of the Playground Committee, the Association has been of material and valuable assistance in promoting, advising and suggesting.

Previous to American occupation, Spanish customs had inculcated the idea that working with the hands was proof of low social standards, and as a result in the early days when athletics were first being introduced the well-to-do boys and girls were very loath to engage in such "common" activities as indoor baseball, basket ball, with the attendant soiling of hands, clothing, and excessive perspiration. However, the desire for play has broken all social customs and traditions. Today the average Filipino boy has two aims in life. One is to become a student and the other an athlete. There is not a corner in the entire archipelago, where the Bureau of Education is operating, that indoor baseball, volley ball, basket ball and track and field sports are not being played.

Public recreation has been made an extension feature of the department of city schools. When the playground committee was appointed by Governor-General Harrison, the city authorities were induced to set aside several school grounds, a large filled-in tract of land surrounding the old Walled City, which was a filthy moat

## *HARVESTING TRANSPLANTED PLAYGROUNDS*

in Spanish days, and a few other small parcels of land as public playgrounds. The city at that time owned very few schoolhouses. The majority were rented. Those that were owned by the city had not been built for school purposes, but were ordinary business structures, remodeled to serve as schoolhouses.

Playground development goes hand in hand with more and better school buildings. It is the avowed policy of the city to provide ample playgrounds in connection with all its schools. Three new playgrounds were added the past year in consequence of the three new school buildings that were completed. These playgrounds are, in the majority of cases, considerably larger than the average school yard in the States. Most of the school playgrounds are large enough for baseball and soccer football.

The most important development during the past year was the introduction of a play period in connection with the regular school program. Through the interest of Superintendent James F. Scouller in the play idea permission was obtained to try out a play period in connection with two schools as an experiment. The plan proved so successful that its adoption by all schools with playground facilities is assured. The plan provides for two and one-half hours of supervised play per week for every child enrolled in the schools that are affected. The school day has been lengthened twenty minutes. In addition, ten minutes which were formerly devoted to calisthenics, have been included in the play period time, making a total of thirty minutes for the period. The school day is divided into nine thirty-minute periods. The classes come out on the playground in rotation. The activities consist of marching, calisthenics, folk dancing, group games and athletics. Emphasis is placed on the recreative element.

Of the schools, at which the plan was given a trial, one was the smallest and the other one of the largest in the city. The innovation proved more successful at the small school because only one class comes out at each period. This made it possible for the playground instructor in charge to direct all the classes. At the larger school three classes come out at the same time. With only one playground instructor it became necessary to impose upon several of the teachers the burden of directing and leading their classes on the playground. The majority of the teachers lacked knowledge and technical skill in play leadership. The result was a lot of time wasted in trying to do what they had never been trained to do. With the general adoption of the plan,

## HARVESTING TRANSPLANTED PLAYGROUNDS

however, enough trained instructors will be employed so that there will be one instructor for each class that comes out at the same time. The largest school in the city, containing sixty classrooms, will require six instructors to handle the situation.

The Filipinos have very few games peculiar to them as a race. Those which they do possess have become practically extinct in congested city life. The play period in connection with the regular school program will not merely be the means of stimulating participation by thousands of underexercised children in wholesome and vigorous activities, but it will also be the means of teaching and planting an abundance of healthy, vigorous games that will eventually find their way into every home. Just recently the writer observed a group of native children spontaneously playing *Round and Round the Village*, *London Bridge Is Falling Down*, and *Drop the Handkerchief*.

Games and athletics have a unique value as an educational factor in this country. This factor is English. It is an undertaking of considerable magnitude to attempt to change the mother dialects of a race. It is a certainty that it cannot be accomplished in a single day. The greatest difficulty encountered by the educators in teaching English is to get the pupils to make a practical use of English in ordinary conversation. But when games taught in English are played spontaneously the American expressions crop out. Even young fellows who have never attended school will use American expressions, in ball games especially. The reason is obvious. The native dialects or Spanish do not contain such expressions as "steal home," "four balls, take your base," "wait for a good one."

A keen interest in folk dancing has been awakened. The playground instructors use them as regular activities on the playgrounds. A number of lessons in folk dancing were given for the benefit of school teachers. Between seventy-five and one hundred teachers took advantage of the lessons.

A mammoth program is in the course of preparation to celebrate Playground Day, an annual event in connection with the annual carnival. Six thousand children will participate. "The Dance of Nations," a series of folk dances representative of various nations, is the predominating feature. Five nations are represented. In addition there will be a calisthenic drill by 3,000 boys; a competitive military drill; a gymnastic dance by 500 boys; and May-pole dances by 500 girls.

## *PHYSICAL REBUILDING OF PHILIPPINE MANHOOD*

One playground in the city is illuminated at night. It is lighted by ten 1,000 watt lamps suspended on cables stretched between poles. At the time the lights were installed the playground had a formal opening and was rechristened "recreation center." Illumination appears to be the only practical method of solving the problem of adult recreation. There is no twilight. In consequence it becomes dark between 5:30 and 6:30 the whole year round. Therefore very little time remains for the average working man for recreation from the time the day's work is ended until the sun sets. The recreation center is proving very popular. Scores of people attend. An outdoor stage has been provided and public evening entertainments are regular features.

Approximately 272,000 square meters of land comprise the playground area of the city. This area includes ten playgrounds and twenty tennis courts. The amount of funds appropriated by the city for public recreation is steadily on the increase. The city authorities are in full accord with the play idea. The Honorable Justo Lukban, Mayor of the City of Manila, is chairman of the Playground Committee. When the city has completed its extensive building program funds for public recreation will be greatly increased and more easily obtained. The prospect is very bright that the appropriation for 1918 will more than double that for 1917. It is only a matter of a few years until Manila will possess a system of public recreation equal to the best in the States.

In these strenuous war times it is an exceedingly sagacious government that has vision to realize the importance and value of investing in a policy that assures a vigorous, healthy and sturdy future citizenship.

### **The Physical Rebuilding of Philippine Manhood**

GEORGE R. SUMMERS, Assistant Superintendent of Schools, Manila, P. I.

"The growth of every child is the story of a 'Sleeping Beauty' in which Play takes the part of the Prince. As the Prince awakened the Sleeping Beauty, so organized play is transforming



## *PHYSICAL REBUILDING OF PHILIPPINE MANHOOD*

the leisure hours of the new generation into character, growth, strength and citizenship."

It may not be a matter of common knowledge yet it is a fact beyond dispute of which there are many notable examples that our young men, most of them in the public schools, are undergoing a most remarkable physical development. To be more specific, mention might be made of the 1555 uniformed and completely equipped baseball teams of the Bureau of Education. In the City of Manila itself, the thousands of spectators who weekly attend the baseball games of the Manila League notice in particular the splendid physique of the Filipino players.

The great work of the Bureau of Education in its program of "athletics for everybody" is generally recognized throughout the Philippine Islands. There are also other agencies which foster and encourage athletics and physical training. In the City of Manila there are scores of independent indoor baseball teams; tennis clubs are multiplying rapidly; and soccer football is now being introduced. Mention might be made of the physical training that the young men of the country are now receiving as a result of the organization of the Philippine National Guard. The latest report submitted by the Senior Inspector of Schools, Philippine Health Service, indicates that athletics have been an important factor in decreasing the number of cases of tuberculosis among pupils. Also on account of recent physical betterment of our young men, the physical requirements for entrance into the Philippine Constabulary have been considerably raised.

If we can say that at least a good beginning has been made in the physical betterment of the race, then the real problem before the country is to extend this movement so that it reaches the adults quite as much as it does the boys; to get away from, so to speak, the form of leisure perfumed with aristocracy. We must get away from the siesta chair. If a movement, call it what you like, can be undertaken to get the adults of this country better acquainted, the problem will be solved because when people talk together, sing and play together, the ideals of a pure democracy have been safely launched if the citizens have been trained up to have faith in humanity. To emphasize this point, I have in mind the work of various clubs and associations in the City of Manila. Pay a visit some afternoon to the Manila Y. M. C. A., the Casino Español, the Columbia Club, the Filipino Club, Laong-Laan, or to a number of other clubs which I might mention.

## THE LIBERTY SING IDEA

Here you will find army officers, business men, lawyers, ministers, government officials, and private citizens, all at play, not behind barred doors with the air full of tuberculosis germs, but out in the open playing tennis, or in the gymnasium, clad in athletic suits, playing volley ball or some of the other group games as a member of some team. The aim should be to extend this movement, not only in the city of Manila, but to the provinces as well.

### The Liberty Sing Idea

ROBERT D. DRIPPS

The American people love clean, wholesome outdoor sports. There is never any difficulty in getting a crowd together for a baseball game, a football game, an automobile race or a boxing contest.

When we Americans witness athletic contests we like to show our enthusiasm and to cheer on the team we are backing, so that everyone and especially the players themselves will know where we stand.

Which of us ever witnessed a college baseball or football game and failed to be impressed not only with the cheering but with the way in which singing supplements cheering; or who can doubt that such singing has a tremendous influence on the players? Many a game has been won by the spectators.

Today, this country of ours has a team in the field. The stakes for which it is playing are such as no team ever played for before.

We who almost agonize in our desire to play on that team are for one reason or another compelled to watch on the side lines.

As we wonder if there is anything we can do to help, there comes a call from Washington for cheers and singing, to put "pep" into the contestants, to show them how intently, how eagerly we are watching them and how earnestly we want them to win.

When we respond to this call we are not singing for our own amusement, we are singing for Liberty.

As we sing we are united as never before; stirred with patriotism as never before; and as Tennyson puts it, "The song that nerves a Nation's heart is in itself a deed."

## Why Make Good Times Accessible?

The April number of *Social Hygiene* publishes several articles of interest to all thinking people in this day of increasing social responsibility and of particular concern to all who are interested in War Camp Community Service as they deal with the underlying problems which caused the War Department and the Navy Department to institute their Comissions on Training Camp Activities.

The first of these articles, *The Social Status of the Sailor*, gives a splendid interpretation of the man inside the white uniform and jaunty black tie whom we see swinging along the city streets of our seaport towns, the personality of the individual whom we carelessly regard as merely an atom in the great war machine instead of as a lively, human, fun-loving boy, who might be our son or brother.

Says the writer, Medical Inspector J. S. Taylor, U. S. N., in picturing the sailor, "The day's work is never done—he must toil early and late for the maintenance and upkeep of his perishable, floating abode, incessantly attacked by salt water and the oxidizing air, whose inroads must be neutralized by ceaseless scraping, chipping, red leading, and painting, from the double bottoms to the platform of the cage mast. If the reader can conceive himself a part of it [this life] and if his imagination can perform the still greater feat of appreciating what it means after one, two, three weeks without setting foot on shore; what it means to experience it for three months—he is prepared to understand what tempestuous craving for change, what irresistible impulse to reaction, what agitation and wild exuberance of feeling sweeps over the man-of-war's man when at last comes 'liberty.'" He adds from his own experience that the man's feeling when that glowing word comes is like that of the time-expired man.

He comes ashore as care-free as a ripple on a summer sea and twice as joyous, because he is absolutely his own master—or thinks he is. His hunger for a change of scene, craving for some fun, and his pocketful of money, says Mr. Taylor, make him an easy prey to all the sharks and harpies that infest the water front. "There is no lack of opportunity to spend his money and beguile his time. The trouble is that the easy ways of finding diversion are usually bad ways, and the companions ready to hand \* \* \* are frequently pernicious. The good influences are far to seek,

### WHY MAKE GOOD TIMES ACCESSIBLE?

clothed in drab, with nothing to offer which compares in attractiveness with evil allurements." This latter statement is surely a challenge to us who pursue our complacent civilian way. "The attractiveness of evil allurements" raises our fighting spirit but we are only just beginning to counter it. And it must be countered by an attractiveness equally great—for the day of pious psalm-singing has passed. Mr. Taylor presents us with the portrait of the typical American boy when he says, "The sailor has a horror of the tract handed to him in public, and in spite of a fundamental respect for 'the cloth' he is not to be approached by a clergyman at a time like this. It was not for a gospel talk that he had his hair clipped, that he shaved to the roots, got himself as clean from head to foot as soap and water could make him, donned his immaculate undershirt and the best shore-going uniform he possesses, drew all the money he had on the books and flung himself into the liberty boat with his cap set at a rakish angle!" It was for a Good Time, spelled with capital letters, that he prepared with such scrupulous care, and the Good Time ought to be worthy of such a preparation. That is the meaning of the many little bulletins and cards bearing the War Camp Community Service insignia which one sees containing advertisements of dances, concerts, "shows," canteens. The effort is being made to make them not only counter but superior attractions.

Any effort to influence the sailor's behavior while on liberty, the article continues, must be circuitous, indirect, made at long range with infinite tact and diplomacy for he is suspicious and keen to scent a "missionary" effort. It must be attended by a complete comprehension of him and his needs, his strength and his weakness. What he wants is something "different," to look at, to hear, to eat and to do. Chiefly, it's amusement he wants and if the best isn't easily accessible "he will compromise with something that is far below the best," which is never hard to find. If the man has relatives or friends in the port he either goes "out home" or immediately seeks a telephone booth to notify his friends, who see to it that he has a good time such as he used to have at home. But those fortunate men are few in number, by far the majority being strangers, knowing no one in the town. For that reason they are the more ready to make friends and are not particular in their choice, provided a good time is in sight. Naturally it is girls who attract them, cut off as they are from contact with women in their daily life. Mr. Taylor says, "If our

### WHY MAKE GOOD TIMES ACCESSIBLE?

sailors could step ashore to be introduced to jolly, fun-loving girls of their own station in life and could go with them to dance and skate, to a theater or a picnic, in a word if there were the disposition to extend to them the same type of hospitality that is lavished on officers; if there were homes for them to go to, a goodly proportion of the crew would take advantage of such opportunities." This is the contact the War Camp Community Service is endeavoring to establish, has established to a great extent, but vastly more remains to be accomplished. It is meeting and will continue to meet in increasingly large degree Mr. Taylor's exhortation when he says, "When we begin to make legal enactments for the prevention of vice, let us restrain first of all the *agents provocateurs* who work primarily—in the interests of men and women who openly acquire wealth by playing on the baser side of men's natures. And when we close dance halls, lewd shows, groggeries, and brothels, let us be at equal pains to *provide something better in their stead.*"

The article concludes with a short heart-to-heart talk with the reader that again embodies the principles of War Camp Community Service. It is well worth a repetition. "To really accomplish anything there must be personal sacrifice. If those who are concerned for the sailor's welfare are capable of even a little personal sacrifice much good will come. Can they be moved to undertake the sacrifice? If you are dining in a restaurant, are you ready to go over and sit down to meat with some lonely, embarrassed sailor lad who after a long solitary walk has continued his efforts towards a respectable "liberty" by going to a decent place and ordering a decent meal, who may be trying to put out of his mind the dangerous allurements of the big city with its warm snuggeries, its gleaming barroom lights, its proffer of lips and arms painted and powdered perhaps out of all attractiveness and yet promising a warm personal touch in the life of the weary, friendless stranger? Are you prepared to take such a young man to your club and after a chat and a smoke to drive him down to the wharf in your automobile? Will you invite him to enter your house as your guest and send him away enriched by an increased self-respect and a feeling of noblesse oblige? If not, are you not something of a coward and a hypocrite when you resort to the law for his salvation and to acquit your conscience of guilt should he cry out in bitterness: 'No man hath cared for my soul.'"

## MRS. WHITE COMES TO THE PLAYGROUND

Another article, *Passing of the Red Light District—Vice Investigations and Results*, expounds the new program which is dealing with the social evil, namely that of repression, the most immediate part of the program, and that of prevention. Prevention is the wider and more constructive field, which is open not only to the trained social worker but to every American citizen. With regard to it the writer, Joseph Mayer, says, "The relation of juvenile delinquency to vice is becoming more clear and child welfare bureaus are being established to cope with it and related problems. Public amusement and recreation facilities are being extended, such as social centers and playgrounds, and recreation commissions are being formed to coordinate activities. The most convincing example of both the need and efficacy of such measures is exhibited in the work of the Commission on Training Camp Activities, which is supplementing a rigorous policy of vice suppression by supplying wholesome recreational and social opportunities for the thousands of men in concentration camps." It is the first time in the world's history that a nation has undertaken to deal with vice in a constructive way and the results have already silenced the doubters.

One cannot doubt the value of work that improves the morals and morale of our fighters, and so surely as we pay now with the coin of our financial, moral and personal support for the continuance of a national policy of raising morals and morale so surely shall we receive principal and interest back to build again and better when the war is won.

### Mrs. Eva Whiting White comes to the Playground and Recreation Association of America

Mrs. Eva Whiting White, Head Resident of Elizabeth Peabody House, Boston, represents the vital leaders of the younger group in the settlement ranks. It is such as she who give confidence that those who are sometimes called the "Old Guard" of the settlements are by no means without those in the next generation who will effectually carry forward the torch.

Mrs. White is one of the first fruits of specialized training in social work as she was one of the original graduates not only of Simmons College, where she took domestic science courses, but of



## BOOK REVIEWS

the Boston School of Social Work. She has been in charge of Elizabeth Peabody House during the last ten years. Taking the leadership of this settlement in its early and struggling days, she has made it one of the most important social agencies in Boston, housed in a building admirably equipped for its work. In addition to the varied round of neighborhood service for which the settlement stands, it has a perfectly equipped theatre in which a number of interesting and promising dramatic experiments have been carried on, with a quite remarkable response from the local immigrant neighborhood.

Mrs. White has for several years past been in charge of the school centers in Boston as an officer under the school board. Undertaking this problem amid special difficulties, Mrs. White has been able to elicit a remarkable degree of local initiative and neighborly cooperation in support of the centers in many different parts of the city and under a variety of community conditions. Her experience in this service, and the very exceptional facility with which she has earned and kept the confidence and loyalty of the different local groups indicates clearly the steady and varied stimulus and help which will come of her leadership in connection with the War Camp Community Service.

She imparts to all her efforts the spirit of good sport. She plays different positions with happy excellence; her play is always fair, always for the team. She gets quickly into the game and does not seem to mind when it is uphill.

There is not only a lasting but a cumulative quality about her work and influence. Even at that, she is more than her work. She has a great liking for folks, and they like her.

## Book Reviews

### AMERICAN COUNTRY DANCES

Edited by Elizabeth Burchenal. Published by G. Schirmer, New York. Price, Paper, \$1.50, net; Cloth, \$2.50, net

Twenty-eight "contra-dances," largely from the New England States, are presented in this, the first volume in a series destined to make available our own truly national dances. These are "essentially *American* folk dances because they have grown here. Some of them are slightly reminiscent of English country-dances, and were probably suggested by, or evolved from them. Most of them, however, seem to be products of this country, and all have a typical and distinctly individual quality of their own, both in their form and the manner and style in which they are danced."

Miss Burchenal was much helped in her search for these half-forgotten dances by "Uncle Steve" Kimball, who has played the violin for country dances for over forty years.

## BOOK REVIEWS

### KEEPING OUR FIGHTERS FIT

By Edward Frank Allen. Published by The Century Company, New York.  
Price, \$1.25

The various phases of the work of the twin Commissions on Training Camp Activities—of the War and Navy Departments—are presented from the point of view of the layman in such social work. Prepared with the cooperation of the Chairman of these Commissions and with a foreword by the President of the United States, the book goes forth under official sanction as an authoritative account of the work—its aims and achievements.

Speaking of the War Camp Community Service, the writer says: "An antidote for loneliness and the blues has been provided by the Recreation Association of America [Playground and Recreation Association of America], working through the various agencies that have rallied to its aid. The organization has evolved a remarkable system, a system with a personality. It proves that machinery may have a heart."

"The functions of the War Camp Community Service are almost without number. Drinking fountains have been erected in cities where formerly there were none. Atlanta, Georgia, built a comfort station at a cost of \$20,000. Other cities have done the same. Money and labor have been given lavishly to keep our fighters fit mentally and morally, to keep them from homesickness and depression."

"The hours allowed for relaxation are apt to be misused. There are evil forces at work to undermine the morals and health of the men who are to fight our battles. The Commissions on Training Camp Activities have set up competitive forces with which to combat them, and this is one of them—to give the men healthful, interesting recreation while they are away from camp."

### THE BOOK OF SCHOOL GAMES

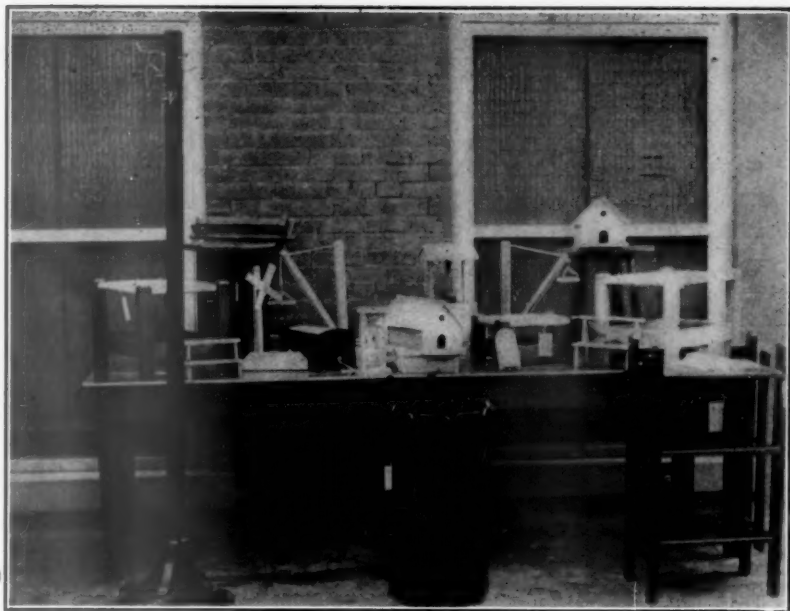
Edited by C. E. Hodges, M.A. Published by Evans Brothers, Ltd., Montague House, Russell Square, W. C. Price, 3s 6d

Many games not frequently played in America, as well as many played under another name, are found in this book. A large section is devoted to devices for introducing the play element into school room history, geography, arithmetic. Descriptions are given from the point of view of formal discipline, which it is to be hoped most American play leaders have outgrown. The illustrations show boys and girls at "Attention" while waiting turns in leap frog, three deep, potato race!

### AN INTRODUCTION TO RURAL SOCIOLOGY

By Paul L. Vogt. Published by D. Appleton & Company, New York.  
Price, \$2.50

A very close and detailed study of rural conditions is presented, with attention to the many phases of life economic, moral, social and the present status and possible development of the church, the school, farmers' organizations. Professor Vogt notes that the rural community is gradually yielding to urban ideals as to recreation, self-entertainment giving way to professionalism and commercialized places of amusement taking the place of private social affairs, led by volunteer social leaders. Discussing limited social groups such as the farmers' clubs of twelve families, the author raises the question of the value to the community of such exclusiveness, if carried to exaggeration.



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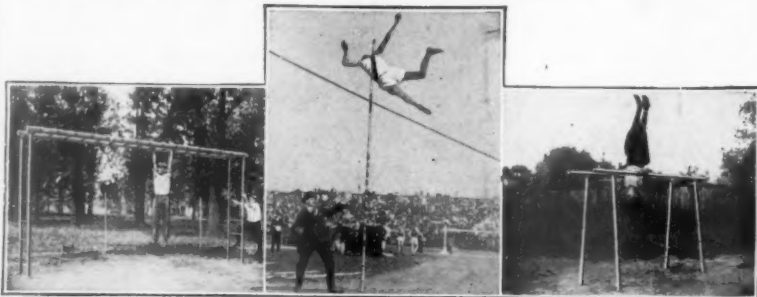


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(From a letter Lieutenant Dinsmore Ely wrote his  
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